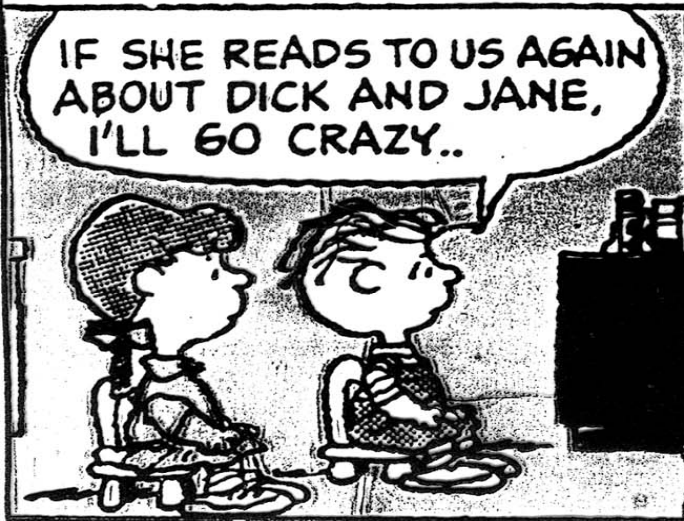


A young child with light-colored, curly hair is shown in profile, blowing bubbles. The child is smiling and looking upwards. The background is a solid green color, and several bubbles of various sizes are visible in the air. The overall tone is bright and cheerful.

Differentiating Instruction

A Workshop for Parents: Part 1

PEANUTS/Charles Schultz



When a teacher tries to teach something to the entire class at the same time, “chances are, one-third of the kids already know it; one-third will get it; and the remaining third won’t. So two-thirds of the children are wasting their time.”

--- Lilian Katz



Differentiated Instruction /S...

- A teacher's response to learners' needs
- A way to meet children **where they are** and help them to achieve maximum **growth** as learners

TEAMWORK

Differentiated Instruction *IS...*

00

- *a teaching philosophy based on the premise that teachers should adapt instruction to **student differences**.*
- *Rather than marching students through the curriculum in lockstep, teachers should modify their instruction to meet students' varying **readiness levels, learning preferences, and interests**.*
- *Therefore, the teacher **proactively plans** a variety of ways to “get at” and express learning.*

Differentiating Learning Experiences

- In a differentiated classroom, a number of things are going on in any given class period.
- Over time, all students complete assignments individually and in small groups, and whole-group instruction also occurs.
- Sometimes students select their group size and tasks, sometimes they are assigned.
- Sometimes the teacher establishes criteria for success, sometimes students do.
- Setting standards for success is often a collaborative process.




(Continued)

- Because there are many different things happening, no one assignment defines “normal,” and no one “sticks out.” The teacher thinks and plans in terms of “multiple avenues to learning” for varied needs, rather than in terms of “normal” and “different.”

-Carol Ann Tomlinson

DIFFERENTIATING INSTRUCTION

Rules of Thumb

- 
- Be clear on the key concepts and generalizations or principles that give meaning and structure to the topic, chapter, unit, or lesson you are planning.
 - Think of assessment as a road map for your thinking and planning.
 - Lessons for all students should emphasize critical and creative thinking.
 - Lessons for all students should be engaging.
 - In a differentiated classroom there should be a balance between student-selected and teacher-assigned tasks and working arrangements.

NATURAL

LEARNING IS ~~EASY~~ / HARD

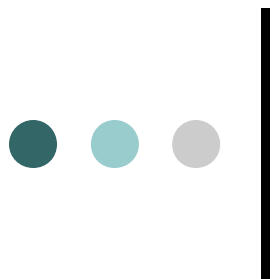
It's Easy when:

- It's real & natural
- It's whole
- It's sensible
- It's interesting
- It's relevant
- It belongs to the learner
- It's part of a real event
- It has social utility
- It has purpose for the learner
- The learner chooses to use it
- It's accessible to learner
- The learner has power to use it

It's Hard when:

- It's artificial
- It's broken into bits and pieces
- It's nonsense
- It's dull & uninteresting
- It's irrelevant to learner
- It belongs to somebody else
- It's out of context
- It has no social value
- It has no discernible purpose
- It's imposed by somebody else
- It's inaccessible
- The learner is powerless





Inauthentic Versus Authentic Work

Inauthentic Work	Authentic Work
Fill in the blank	Conduct research using primary sources
Select an answer from given choices	Debate a controversial issue
Answer recall questions at end of chapter	Conduct a scientific investigation
Solve contrived problems	Solve “real-world” problems
Practice decontextualized skills	Interpret literature
Diagram sentences	Do purposeful writing for an audience

Respectful Tasks

- Respectful tasks recognize student learning differences. The teacher continually tries to understand what individual students need to learn most effectively.
- A respectful task honors both the commonalities and differences of students, but not by treating them all alike.
- A respectful task offers all students the opportunity to explore essential understandings and skills at degrees of difficulty that escalate consistently as they develop their understanding and skill.

Respectful Tasks are...

- Engaging
Engage students in current topics and thoughtful activities
- Worthwhile
model good instruction
- Rigorous
challenge students to show their best work
- Authentic
address real and important issues and curricular elements
- Accessible
tap a range of thinking strategies and allow students to communicate in a variety of ways
- Scorable
have proposed rubrics and can be reliably scored
- Clear
state expectations clearly – student and teacher instructions are easy to understand

FLEXIBLE GROUPING

- Students are part of many different groups – and also work alone – based on the match of the task to student readiness, interest, or learning style.
- Teachers may create skills-based or interest-based groups that are heterogeneous or homogeneous in readiness level.
- Sometimes students select work groups, and sometimes teachers select them.
- Sometimes student group assignments are purposeful and sometimes random.



Analytic Processors Learn Best With:

Quiet
Bright Illumination
Formal seating
Snacking when relaxed
Persistent – on – task behavior
Works alone

Global Processors Learn Best With:

Sound (music or voices)
Soft illumination
Informal seating
Snacking while concentrating
Frequent breaks
Work with others (when beginning a task)

STERNBERG'S INTELLIGENCES

ANALYTICAL

Linear – (Schoolhouse Smart) - Sequential

PRACTICAL

Street Smart – Contextual – Focus on Use

CREATIVE

Innovator – Outside the Box – What If Thinker

An idea for assessing students according to Sternberg's intelligences would be to use the following scenario:

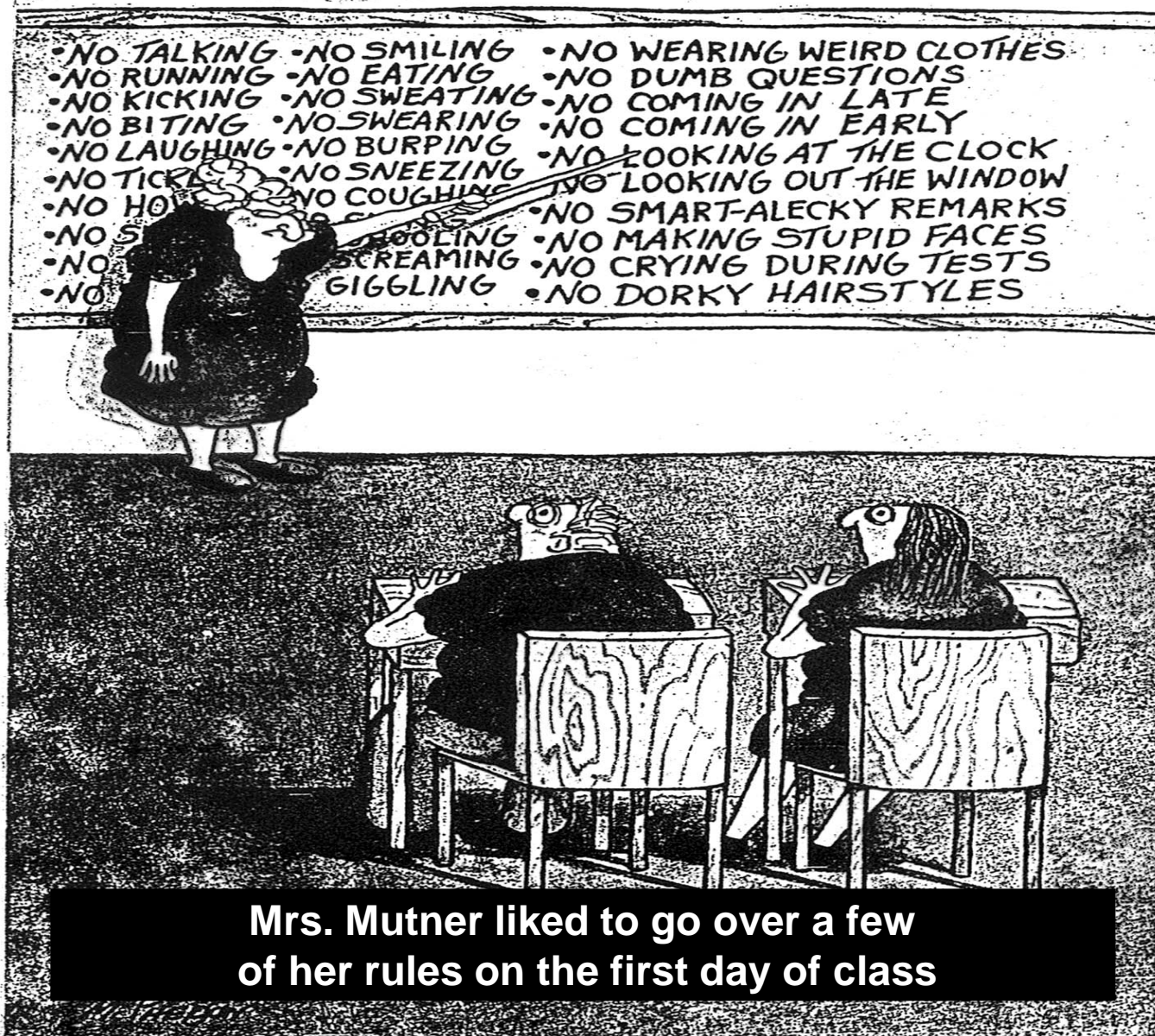
Imagine you are driving with your parents and they are listening to the radio. An interesting piece comes on about something you do not know. As you listen, you get more and more interested. What do you want to know?

Do you want to know all the little details that go into it?

Do you want to know how it is being used?

Do you want to know only enough information to think of other things to do?

Students who choose the first question fall into the analytic intelligence, the second corresponds to practical and those who choose the final question are the creative learners.



Two Views of Assessment --

Assessment is for:

- **Gate-keeping**
- **Judging**
- **Right Answers**
- **Control**
- **Comparison to others**
- **Use with single activities**

Assessment is for:

- **Nurturing**
- **Guiding**
- **Self-Reflection**
- **Information**
- **Comparison to task**
- **Use over multiple activities**

Formative Assessments

- “Along the way” information to guide instruction in response to the nature and needs of the diverse learners.
- Waiting until the end of teaching to find out how well students have learned is simply too late.



Formative...On-going Assessment

TEACHER DATA MECHANISMS

1. Anecdotal records
 2. Observation by checklist
 3. Skills checklist
 4. Class discussion
 5. Small group interaction
 6. Teacher – student conference
 7. Assessment stations
 8. Exit cards
 9. Problem posing
 10. Performance tasks and rubrics
-

CALVIN AND HOBBS/ Bill Watterson

